

CAREERS AND PROVIDER ACCESS POLICY

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Falinge Park High School

Careers and Provider Access Policy 2022 - 23

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Careers and Provider Access Policy (updated September 2022)

Section 1 – Document Purpose

The purpose of this document is to provide information about the schools careers programme in accordance with Section 42A of the Education Act 1997, the Education (Career Guidance in Schools) Act 2022 and the Baker Clause. The Baker Clause states that schools must allow colleges and training providers access to all students in years 7-11 to ensure they are aware of all academic and non-academic routes open to them.

The policy identifies how the school meets the Gatsby Benchmarks outlined below, and the framework of good practice within The Quality in Careers Standard.

A STABLE CAREERS PROGRAMME	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers and employers.
LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information.
ADDRESSING THE NEEDS OF EACH PUPIL	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A schools careers programme should embed equality and diversity considerations throughout.
LINKING CURRICULUM LEARNING TO CAREERS	All teachers should link curriculum learning with careers. STEM teachers should highlight STEM subjects for a wide range of future career paths.
ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise activities.
EXPERIENCES OF WORKPLACES	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.
ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and the workplace.
PERSONAL GUIDANCE	Every student should have opportunities for guidance interviews with a Career Adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

This document will be reviewed by Mrs J Livesey on an annual basis and will be next updated for 1st November 2023.

Section 2 – A summary of our careers programme

2.1 Values and principles

Falinge Park High School is committed to providing all students with a high quality, structured careers programme that is complimented and supported by personalised, impartial careers guidance and opportunities to engage with employers and external partners. We strive to deliver a CEIAG programme that is embedded across the school and develops students' skills, experiences and aspirations whilst enabling them to make informed decisions about their future.

In line with the schools values of Equity, Community, Communication and Diversity we recognise that CEIAG plays an important role in ensuring all students have equity of

opportunity. Access to appropriate, high quality and independent information, advice and guidance enables all to take their next steps and achieve their aspirational goals.

Our CEIAG programme is continually evaluated and evolves to meet the changing needs of the labour market and our students. We welcome the opportunity to work in partnership with others and continually improve our practice.

2.2 Aims

The CEIAG programme aims for all students to:

- Recognise and develop their skills, abilities and experiences and understand how these can be used to access and support them into future opportunities
- Increase their awareness and understanding of potential career options
- Develop an awareness and understanding of labour market information and the changes taking place that may impact on employment opportunities
- Develop an understanding of the range of post 16 and HE options available to them and be equipped with the knowledge and skills to make informed decisions and successful transitions
- Have access to a fully qualified, onsite Career Adviser from year 7 onwards
- Receive impartial guidance from a qualified Careers Adviser with specific 1:1 appointments offered from year 9 onwards
- Have access to a variety of career related activities and opportunities to meet with external partners, employers and employees to further develop knowledge, skills and experiences

2.3 Implementation

- The Deputy Head Teacher with responsibility for CEIAG will lead and quality assure provision across the school and liaise with relevant external partners.
- The Career Adviser will work with staff across the school to identify opportunities to link aspects of their curriculum to real-world career paths.
- The Career Adviser will work with the PSHE Co-ordinator to ensure the curriculum reflects the needs of students and changing labour market information.
- The Career Adviser will work with key members of school staff, including the SENCo and Safeguarding Lead, to ensure support is informed and differentiated.
- All students will participate in a structured programme of career lessons within PSHE throughout years 7 – 11.
- All students from Year 9 onwards will be offered a minimum of 1 appointment per academic year with a qualified Career Adviser. This will be complimented by open access sessions both during and after school. Some students, including those with additional needs or who are children in care, may receive further support.
- Parents will be given opportunity to be fully involved in the CEIAG process and made aware of key information via the school website, Parentmail and events in school. Any parent wishing to attend a career appointment with their child will be able to do so.
- A variety of activities will be provided for students including taster events at local FE, HE and training providers, work experience and mock interviews.
- All students will be offered assemblies from a range of colleges and training providers to outline the following post 16 options – A Levels, T Levels, vocational study and apprenticeships.
- Further access to colleges and training providers will be offered at parents evenings, CEIAG events, after school drop in sessions/application support sessions.
- All students will have access to the Xello tool, an externally provided programme of activities and information to support the development of career ideas and aspirations.
- All students will have access to a dedicated careers section on the school website.

2.4 Our Offer

Gatsby Benchmark	Year 7	Year 8	Year 9	Year 10	Year 11
A stable careers programme	PSHE Self Awareness and Identity	PSHE Careers and Aspirations PSHE Finance	PSHE managing stress and anxiety	PSHE Careers PSHE Money management	PSHE Work experience preparation and reflection PSHE Decisions and resilience
Learning from career and labour market information	Access to Xello	Access to Xello	Access to Xello	Access to Xello	Access to Xello
Addressing the needs of each student	RFK Tutor Time input Student Ambassadors Pupil Parliament Stakeholder evaluation	RFK Tutor Time input Student Ambassadors Pupil Parliament Stakeholder evaluation	RFK Tutor Time input Student Ambassadors Pupil Parliament Stakeholder evaluation SEND programme of career activities	RFK Tutor Time input Student Ambassadors Pupil Parliament Stakeholder evaluation SEND programme of career activities	RFK Tutor Time input Student Ambassadors Pupil Parliament Stakeholder evaluation SEND programme of career activities Bespoke FE Provider visits
Linking curriculum to careers			MCIC Programme	MCIC Programme Wilmott Dixon Women into Construction Rochdale FC careers in sport	MCIC Programme Rochdale FC careers in sport
Encounters with employers and employees					Mock Interview Employer Networking Event
Experiences of workplaces				Wilmott Dixon Women into Construction	Work experience placement
Encounters with further and higher education	Gateways Programme	Gateways Programme	Gateways Programme	Gateways Programme FE Taster days FE Providers invited to parents evening UK University and HE fair	Gateways Programme FE provider assemblies FE providers invited to parents evening Mock exam results day with FE providers Post 16 Provider Career Event
Personal Guidance	IAG open access break and lunchtime	IAG open access break and lunchtime	1:1 IAG appointment for all	1:1 IAG appointment for all	1:1 IAG appointment for all

			IAG open access break and lunchtime Options evening Access to Positive Steps Adviser	IAG open access break and lunchtime Access to Positive Steps Adviser	IAG open access break and lunchtime Access to Positive Steps Adviser
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2.5 The Baker Clause

The Baker Clause states that schools must allow colleges and training providers access to all students in years 7-11 to ensure they are aware of all academic and non-academic routes open to them.

At Falinge Park High School we adhere to this clause by offering students the following

- FE Provider assemblies from a variety of local 6th Form and Vocational Colleges. We ensure all academic and vocational options are highlighted to students
- Apprenticeship assemblies from independent, approved organisations such as GMLPN
- Local FE providers, training providers and apprenticeship providers invited to parents evenings and review days from year 10 onwards
- Local FE providers, training providers and apprenticeship providers invited to after school application and information sessions
- Local FE providers, training providers and apprenticeship providers invited to Mock GCSE results day
- College taster day experiences offered to all students in year 11

2.6 Local Offer

The CEIAG team work co-operatively with Rochdale Local Authority to support their local offer of CEIAG support for all Rochdale young people. More information regarding their offer can be found at

<https://www.ourrochdale.org.uk/kb5/rochdale/directory/service.page?id=13DcrdyglFA>.

In addition, students are also able to access independent CEIAG support from the following organisations.

- Positive Steps
Offer independent 1:1 CEIAG support to targeted cohorts within school and ongoing support, advice and guidance to Falinge students up to the age of 19 (age of 25 for those with additional educational needs).
- National Career Service
Offer an independent website and telephone CEIAG service to all age groups.

Details of how to access services are outlined on the school website and actively promoted within school.

2.7 Partnerships

The school has strong partnerships and works collaboratively with a variety of local organisations. A Director of Community Investment Partnerships within school works to enhance and expand this offer for students.

Our partners include

- Rochdale LA
- Local colleges
- Training Providers offering apprenticeship routes into employment
- Local employers and community based organisations
- Former students as we continue to develop an Alumni network
- GM Higher
- Universities, including The University of Manchester
- Positive Steps
- Job Centre Plus

2.8 Staff Development

Training is provided for all staff responsible for the delivery of CEIAG and attendance at local CEIAG networking events is actively encouraged. The Careers Adviser holds a Level 6 IAG qualification and undertakes regular training provided by the Careers and Enterprise Company.

Section 3 – Impact of Provision

3.1 Student Destinations

The school monitor the number of students who move on to positive or EET (in employment, education or training) destinations after year 11. We also look carefully at those that are recorded as NEET (not in employment, education or training) and use this information to evaluate and develop CEIAG provision.

The table below shows the percentage of Falinge Park students who leave and progress to an EET destination

	2019	2020	2021
School %	97.5	98.7	96
Local Authority %	97.8	97.3	96.7
Cohort Size	210	206	240

Source: Moving On Report, Positive Steps

More information can be found in Impact section ([link](#))

3.2 Stakeholder Evaluation

Each year feedback is sought from a cross school sample of students as to the CEIAG provision they have received. The school also actively seeks to gather formal and informal feedback from Parents/carers and partners – need to think about how we do this, what we want to evaluate and why.

This information is used to inform planning and continually improve the offer to students, parents/carers and partners in line with Gatsby Benchmark 1 and the good practice outlined in The Quality in Careers Standard.

Section 4 – Provider Access Requirements

4.1 Summary of the Provider Access Requirements

This section outlines the schools arrangements for managing the access of education and training providers to students for the purpose of giving them information about their offer. It sets out

- Procedures in relation to requests for access
- The grounds for granting and refusing requests to access
- Details of premises or facilities to be provided to a person who is given access

4.2 Statutory Requirements

The school is committed to the Baker Clause. This stipulates that schools ensure there are opportunities for a range of education and training providers to have access to every student in years 8- 13 for the purpose of informing them about approved technical education, qualifications and apprenticeships. School work with a number of external partners to provide the required information to students.

4.3 Student Entitlement

Students in years 8-11 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options evenings, assemblies and group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.

4.4 Management of Provider Access Requests

A provider wishing to request access should contact:

Jane Livesey

Careers and Futures Adviser

01706 631 246

liveseyj@falingepark.com

4.5 Premises and Facilities

The school will make the main hall, conference room, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available audio visual and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Adviser or a member of their team. Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Office, which is managed by the school Careers Adviser, this is accessible to all students at lunch and break times.

4.6 Safeguarding

The schools External Speakers and Visitors policy sets out our approach to allowing providers into school to talk to our students. See link below:

<https://www.falingepark.com/wp-content/uploads/2021/03/External-Visitors-and-Speakers-in-School.pdf>

4.7 Granting and Refusing Access

A decision on granting access will be considered by Mrs J Livesey, Careers and Futures Adviser and the final decision on approval will be made by Miss J Allen, Head Teacher. Access may be denied if the request is not from a reputable organisation or it is found that the providers may not be able to provide a balanced viewpoint.